

HONDURAS PROMETAM

Improvement of Technique Teaching in Mathematics

By Jose Gerardo Fuentes
Universidad Pedagógica Nacional Francisco Morazan
Honduras



The Improvement of Technique Teaching in Math Area Project "PROMETAM" began as a result to solve the teaching quality problem of Math teachers, because of existing high rates of dropping off and failed students around the country.

Japan Government through JICA has been supporting the efforts concerning the education system that Honduras make by means of teaching training of elementary teachers and with some Japanese volunteer supports through Math Project that began to develop in 1989 in twelve states of the country for more than twelve years. Such Project began with 58 Japanese teachers who gave teacher training to 20,000 Honduran teachers, so it allowed discovery of a lot of information in this field.

BACKWARD

Results of the previous Math Project by JOCV.

- Teachers studied well
- But,
 - Contents of the teacher training has not been applied in class
 - Reward for participation in the teacher training organized by SE as well as its supervision have been very low
 - The monitoring system, evaluation and on going process system have not been productive

GENERAL INFORMATION of PROMETAM

- General aim
- Purpose of the project
- Components of the project
- Expecting goals
- Project term
- Impact zone of the project

TEACHING MATERIALS DESIGN AND DEVELOPMENT

- First cycle
- Second cycle
- First cycle (2nd edition)
- Validation of education materials



a) First Cycle

Grade	Draft	Digital Data	Design	Final Draft
First Grade	End of June - End of July 2003	End of June - End of July 2003	End of June - End of July 2003	September 9, 2003
Second Grade	End of July – end of august 2003	End of July – end of august 2003	End of July – end of august 2003	September 24, 2003
Third Grade	End of August – Beginning of October 2003	End of August – Beginning of October 2003	End of August – Beginning of October 2003	September 29, 2003



b) Second Cycle

Grade	Draft	Digital Data	Design	Final Draft
Fourth Grade	October – January 2003	December – February 2004	December – February 2004	September – October 2004
Fifth Grade	February – May 2004	March – June 2004	March – June 2004	September – October 2004
Sixth Grade	June - July 2004	June – August 2004	July – August 2004	September – November 2004
Sixth Grade complement	August 2004	August – September 2004	August – September 2004	November 2004

c) First cycle (2nd Edition)

Grade	Draft	Digital Data	Design	Final Draft
First Grade	December 2004 – April 2005	December 2004 – April 2005	December 2004 – May 2005	April – May 2005
Second Grade	May – June 2005	May – July 2005	May – August 2005	August – September 2005

d) Validation of Education Materials

For the validation of the elaborated teaching materials, we have Universidad Pedagógica Nacional Francisco Morazán's collaboration through Continuous Teaching Formation Program, authorized by Honduras Education Secretary, is currently validating for 6 grade books.



TEACHING TRAINING: Good Practice in Teacher Training

- In Service Teacher training
- First goals of the incorporation of PROMETAM to PFC
- Licentiate Degree in Basic Education

a) Teacher training for teachers currently in service

Content	No of Participants	Place	Date	Instructor
Summary of the first cycle	236	PROMETAM centers	July 24 to November 6, 2004	Japanese volunteers
Math and its methodology for 4 th grade	226	PROMETAM centers	December 6, 2004 to January 21, 2005	Japanese volunteers
Math and its methodology for 5 th grade	226	PROMETAM centers	March 5 to June 28, 2005	Japanese volunteers
Math and its methodology for 6 th grade	226	PROMETAM centers	July 23 to November 13, 2005	Japanese volunteers

b) First goals of the incorporation of PROMETAM to PFC

In February 2004; 214 teachers received their Bachelor Degrees, corresponding to the centers of Trujillo and Sonaguera, Colón; Danlí and Güinope, El Paraíso.



c) Licentiate Degree in Basic Education

- In August PFC/PROMETAM began to offer the licentiate level in Basic Education to the same teachers that got their Bachelor Degrees during the previous two years, and moreover, the others that received their Bachelor Degrees with other programs could apply for the Licentiate Degree too



National Teams
Training Session
for PFC



Teacher Training Program on PFC by Hondurans and JOCV



CLASS EVALUATION AND ANALYSIS

- Analysis of the quantitative class
- Analysis of the qualitative class
 - Problems of the present class
 - Kind of teaching class expected by PROMETAM
 - Blanks for the analysis of a teaching class



Analysis of the quantitative class

The blanks designed to make the evaluation, allow us to know how the teacher is using the established time for Mathematics teaching class "Academic Learning Timing"

The purpose of this method is to know what the teachers and students are doing.



b) Qualitative analysis

The problems of Classroom Practice:

- The teacher is not developing the planned class.
- The teaching method is transitive
- The teacher is not thinking why it would be so (he/she does not teach the reason)
- the teacher almost does not use the text book or note book
- the teacher does not take care of the children that are not working
- A very low class management
- There is no class evaluation
- The teacher does not know how to use the designed teaching materials
- An inadequate teaching work attitude



The kind of teaching class expected by PROMETAM

1. Teach the whole curriculum content
2. Do not teach mistakes
3. Use the methodology that can make children think
4. Assure the children's learning activities, including the multigrade classes



Blanks for the analysis of teaching class

Designing of "Blanks for the teaching class analysis"

Interview before the class begins (5-10 minutes)... before the class begins the supervisor interviews the teacher about some general questions regarding the class, such as: the aim of the class and its contents, etc.



Analysis of the teaching class... during or after the class, regarding the supervised class, the supervisor answers 41 questions that are divided into six categories as "yes", "no", or "is it not applicable"



OTHER CONTRIBUTIONS FOR HONDURAS EDUCATION SYSTEM

- Design of teaching materials
 - Third cycle
 - Complementary exercises
- Teacher training
 - Teacher training for instructors
 - Teacher training for the National Teaching Team
 - Scholars sent to Japan to study



THANKS